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ABSTRACT

This booklet contains the legislative materials relating to family life education enacted by the General Assembly of Virginia in the 1987 session. The Virginia Board of Education was charged to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Instruction and curriculum materials are to be age appropriate and address family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention, and effects of sexually transmitted diseases. Instruction should also promote parental involvement, foster positive self concepts, and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The phases of development of these materials include: Phase 1--the collection and review of existing materials, information, and other resources; Phase 2--preparation of first-draft development of Family Life Education materials and reactions; and Phase 3--revisions and responses in public hearings and agency/organization reviews. The Board of Education regulations specifies the implementation of the guidelines at the local levels. Standards of Learning Objectives and Descriptive Statements are included for each grade level, K-12. Guidelines for training individuals who will be teaching family live education are offered, along with guidelines for parent/community involvement. (EH)

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Standards of Learning Objectives

for Virginia Public Schools

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SO 026 891

FAMILY LIFE EDUCATION

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FAMILY LIFE EDUCATION

Board of Education's Response to House Bill No. 1413

Adopted 1988

FAMILY LIFE EDUCATION

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HOUSE BILL NO. 1413

1987 SESSION
VIRGINIA ACTS OF ASSEMBLY - CHAPTER 371

An Act to amend the Code of Virginia by adding a section numbered 22.1-207.1, relating to family life education.

[H 1413]

Approved

Be it enacted by the General Assembly of Virginia:

1. That the Code of Virginia is amended by adding a section numbered 22.1-207.1 as follows:

§ 22.1-207.1. Family life education. - The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases. All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish by December 1, 1987, requirements for appropriate training for teachers of family life education.

By December 1, 1987, the Board of Education shall provide the House Committee on Appropriations and the Senate Committee on Finance on analysis of the state and local fiscal impact of implementing a mandatory statewide family life education program and a recommended apportionment of state and local funding such programs if not otherwise determined by law.

_____

President of the Senate

_____

Speaker of the House of Delegates

Approved:

_____

Governor

INTRODUCTION

INTRODUCTION

Many individuals, agencies, and organizations contributed their time, resources, and expertise in developing this document. Developmental phases and processes included the following: (1) collection and review of existing materials, information, and other resources; (2) first-draft development of Family Life Education materials and reactions; and (3) revisions and responses.

Phase 1, the collection and review of available resources, began in February 1987 and included information obtained during public hearings held throughout the state on April 27, 1987. During the period of February through June 1987, meetings were held with other state agencies, with organizations providing family life services, and with local school personnel and teacher educators to coordinate efforts and to develop a plan for the training of school personnel to be involved in the Family Life Education program. Training criteria and resources were identified for family life educators.

Phase 2, first-draft development and reactions, began in July 1987 with a major meeting of the Committee for Family Life Education-July 12-15, 1987. This committee was composed of child development specialists; grade-level consultants; experienced teachers of human sexuality, family management, and parenting; administrators; and representatives of the Parent-Teacher Association. They prepared the first draft of the Standards of Learning objectives for Family Life Education during a workshop held at Mary Baldwin College. Committee members also identified the themes on which the objectives were based: family and personal relationships, personal growth and development, human growth and development, and personal safety and disease prevention.

Phase 2, activities included also preparation of the first draft of the training proposal and an analysis of the state and local fiscal impact of implementing a statewide Family Life Education program. Another major development was the agency/organization review of the Standards of Learning objectives which culminated in a meeting at the Department of Education on August 12, 1987. Agencies and organizations were asked to review the materials, to react to presentations during the meeting, and to submit written recommendations for changes. The Standards of Learning objectives were presented to the Board of Education on September 18. Materials then were prepared for distribution during the second group of statewide public hearings held October 13, 1987.

During Phase 3, all individual and group responses from public hearings and from the agency/organization review of Family Life Education materials were analyzed and considered for inclusion in the second draft of the Standards of Learning. New objectives also were developed in response to the request of the Curriculum and Instruction Committee of the Board of Education. A revised version of the Standards of Learning objectives with proposed changes indicated was presented to the Board of Education and considered during a special meeting of the Board on November 16, 1987. At that time the Board approved, as amended, the contents of this document.

The Board of Education submitted to the General Assembly of Virginia the publication, Family Life Education: Board of Education's Response to House Bill No. 1413 on December 1, 1987.

BOARD OF EDUCATION REGULATIONS

BOARD OF EDUCATION REGULATIONS

I. Each local school board shall implement a program of Family Life Education subject to appropriations of the General Assembly for the costs of the program.

II. The start-up costs to local school boards choosing to implement the Board of Education's approved Family Life Education program or a program developed locally in accordance with guidelines (III or IV) approved by the Board of Education shall be funded consistent with the Appropriations Act.

III. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.

A. A community involvement team shall be identified and should include individuals such as a person from the central office, and elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

B. There must be evidence of board-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.

D. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.

E. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

F. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

G. Local agencies/organizations/support systems shall be identified and used as resources for the Family life Education program.

H. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

I. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.

J. A plan shall be developed to include appropriate instruction in Family Life Education in the individualized education plan (I.E.P.) of all handicapped students.

K. The Family Life Education Standards of Learning objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detraction from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

L. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

IV. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.

A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:

1. Family living and community relationships;

2. The value of postponing sexual activity until marriage;

3. Human sexuality;

4. Human reproduction and contraception;

5. The etiology, prevention, and effects of sexually transmitted diseases;

6. Stress management and resistance to peer pressure;

7. Development of positive self concepts and respect for others, including people of other races, religions, or origins;

8. Parenting skills;

9. Substance abuse; and

10. Child abuse.

B. The Family Life Education program developed locally shall include and adhere to the following:

1. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.

3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education.

4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.

5. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.

6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.

7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.

8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

9. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.

10. A plan shall be developed to include appropriate instruction in Family Life Education in the individualized education plan (I.E.P.) of all handicapped students.

11. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.

12. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate instruction in relation to students' developmental stages and abilities.

13. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS

KINDERGARTEN

K.1 The student will experience success and positive feelings about self.
Descriptive Statement: This includes experiencing success in school work and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. These experiences are provided by the teacher through the climate of the classroom environment. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.

K.2 The student will experience respect from and for others.
Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate which protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.

K.4 The student will recognize that everyone is a member of a family and that families come in many forms.
Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families--relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and blended families--new families formed by the marriage of a man and woman with children from previous marriages.

K.5 The student will identify members of his or her own family.
Descriptive Statement: This refers to identifying the adult and child members of the student's family.

K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.
Descriptive Statement: The focus is on the positive words and actions which convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.

K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family.

K.8 The student will recognize the elements of good and bad touches by others.
Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.
Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

K.10 The student will identify "feeling good" and "feeling bad."
Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this and other objectives.

K.11 The student will find help safely if lost.
Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

FIRST GRADE

1.1 The student will experience continuing success and good feelings about self.

Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home.

1.2 The student will experience continuing respect from others.

Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.

1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.

1.4 The student will develop an understanding of the importance of a family and of different family patterns.

Descriptive Statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families, extended families--relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families with stepparents, and blended families--new families formed by the marriage of a man and woman with children from previous marriages.

1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.

Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or handicapped family members; and providing for fun and play.

1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.

Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

1.7 The student will use correct terminology when talking about body parts and functions.

Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.

1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.

1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, story telling, and creative drama.

1.10 The student will experience the logical consequences of his or her behavior.

Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.

1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching.

1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

SECOND GRADE

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a handicap as unique individuals with many strengths.

2.2 The student will realize that adults other than parents also provide care and support for children.
Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.

2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.
Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.

2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.
Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior.

2.5 The student will demonstrate appropriate ways of dealing with feelings.
Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.

2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family.

2.7 **The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches.

2.8 **The student will be conscious of how commercials use our emotions to make us want products.**

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

THIRD GRADE

3.1 The student will demonstrate a sense of belonging in group work and play.
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.

3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.

3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.
Descriptive Statement: Changes which occur include moving, the addition or birth of a sibling, the birth of a handicapped child, death, illness, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving.

3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.

3.5 The student will identify external body parts associated with reproduction and elimination, using correct terms.
Descriptive Statement: External genitalia are explained, including such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus.

3.6 The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly.

3.7 The student will become aware that both a male and a female are necessary to have a baby.
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.

Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.

3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.

Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.

3.10 The student will practice safety rules in the home.

Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.

3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.

Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, or telling the person that he or she does not like the touch.

3.12 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

FOURTH GRADE

4.1 The student will be able to identify the human reproductive organs.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

4.2 The student will identify physical changes that begin to occur during puberty.
Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

4.3 The student will develop an awareness of human fertilization and prenatal development.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

4.4 The student will identify basic human emotions and effective ways of dealing with them.
Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive behavior.

4.5 The student will develop positive reactions to his or her strengths and weaknesses.
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.
Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with handicapped family members.

4.7 The student will describe the factors surrounding child abuse and child neglect.

Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.

4.8 The student will identify factors contributing to the use of drugs.

Descriptive Statement: Discussion includes the motivation for using drugs and other substances--a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from psychic pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.

4.9 The student will recognize the dangers of substance abuse.

Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the functioning of family members as a unit, including how substance abuse can be one of many contributing factors to family violence and child abuse.

FIFTH GRADE

5.1 The student will define the structure and function of the endocrine system.
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

5.2 The student will identify the human reproductive organs in relation to the total anatomy.
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

5.3 The student will explain how human beings reproduce.
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.
Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

5.6 The student will identity reasons for avoiding sexual activity prior to marriage.
Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem.

5.7 The student will describe the effects of personal hygiene on one's self-concept.
Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.

5.8 The student will recognize the importance of contributing to a constructive group activity.
Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.

5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.
Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of women are presented.

5.10 The student will examine the messages from mass media related to sexuality.
Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation.

5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.
Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, and premarital sexual relationships.

5.12 The student will recognize threatening or uncomfortable situations and how to react to them.
Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.

5.13 The student will explain the effects of substance abuse on the body.
Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.

5.14 The student will become aware of the existence of sexually transmitted diseases.
Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

SIXTH GRADE

6.1 The student will relate personal hygiene to the physical changes that occur during puberty.
Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

6.2 The student will explain the effects of growth on development, attitudes and interests.
Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationships (cliques and loners), peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.
Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

6.4 The student will recall basic facts about sexually transmitted diseases.
Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents which are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.
Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.
Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, and physical consequences.

6.7 The student will describe personal characteristics that can contribute to happiness for self and others.
Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of handicapped persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others.

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement: This is accomplished by defining the types of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse and family violence.

6.9 The student will become aware of community health-care and safety agencies and their functions.

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including AIDS; other general and specialized medical services, including the role of the family physician or local health department; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation and stereotyping is stressed.

6.12 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to women are stressed as choices are identified in the decision-making process.

SEVENTH GRADE

7.1 The student will identify his or her role and relationships within the family.
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.

7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.
Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.

7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.
Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. Factual information about homosexuality is included. The student also is instructed in modes of handling the personal anxieties encountered frequently by adolescents. Such anxiety has led to increased dropout and teen suicide problems.

7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.
Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. In addition, the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases, and the benefits of delaying sexual activity until marriage are reviewed.

7.5 The student will identify messages in society related to sexuality.
Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.

Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including AIDS; pelvic inflammatory disease (PID); cervical cancer; unwanted pregnancy; and discussion about reputation, guilt, and anxiety. Discussion includes also the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.

7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.

Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's life-long goals and potential achievements are emphasized, particularly in view of the many personal and career options available to women.

7.8 The student will describe the signs and symptoms of pregnancy.

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

7.9 The student will develop an understanding of and responsibility for family planning.

Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.

7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.

Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are defined, and approaches used by molesters are identified and explained. Community resources for victims of molestation and assault are identified.

7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.

Descriptive Statement: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to AIDS: syphilis, gonorrhea, chlamydia, and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle-sharing, intravenous drug abuse, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

7.12 The student will identify the issues associated with friendships.
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process.

7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate dating behavior, and fulfilling dating responsibilities.

7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

EIGHTH GRADE

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

8.3 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction includes also support skills for the decision-making process--assertive communication, identification of personal conflicts, and conflict resolution. Life-long educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives.

8.4 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by reviewing the characteristics of friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

8.5 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship.

8.6 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.

8.7 The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say "no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

8.8 The student will develop the coping skills needed to deal with stress.
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of AIDS); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).

8.9 The student will identify the stresses related to changing relationships in the home, school, and community.
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary.

8.10 The student will analyze the issues related to teenage pregnancy.
Descriptive Statement: Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy also are discussed.

8.11 The student will review facts about pregnancy prevention and disease control.
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.

8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.
Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family violence.

8.13 The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. Information on referral services also is provided.

8.14 The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.
Descriptive Statement: This involves describing behaviors, including homosexuality, that put one at risk; dispelling myths regarding the transmission of the disease; and stressing abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of AIDS is discussed.

NINTH GRADE

9.1 The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.
Descriptive Statement: Information about developmental levels throughout the life cycle--prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly--is related to the complexity of child-rearing and to the need for maturity before parenthood. Life-stage development is presented also to help students gain appreciation of their own development.

9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society.

9.3 The student will recognize the development of sexuality as an aspect of the total personality.
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.

9.4 The student will review and apply the decision-making process.
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, and reason as bases for decision-making.

9.5 The student will review the nature and purposes of dating.
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.

9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.

9.7 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others.

9.8 The student will relate specific information on substance abuse to each stage of the life cycle.
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

9.9 The student will be able to explain the process of reproduction.
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.

9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.
Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, pre-menstrual syndrome, menopause, and male-and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.

9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.

9.12 The student will explain the transmission and prevention of the AIDS virus.
Descriptive Statement: This is a review of the ways in which the AIDS virus is transmitted, and the techniques for preventing this disease.

9.13 The student will identify the effects of discrimination.
Descriptive Statement: The teacher helps students identify forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.

9.14 The student will begin to identify educational and career goals.
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective, and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females.

TENTH GRADE

10.1 The student will determine how maturation affects adolescents.
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.

10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
Descriptive Statement: Friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.

10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

10.4 The student will use the steps in the decision-making process to solve specific problems.
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

10.5 The student will recognize the need to abstain from premarital sexual intercourse.
Descriptive Statement: Content focuses on the need to consider life-long goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized, especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.

10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language and caring gestures, rather than through premarital sexual intercourse.

10.7 The student will explain the factors to be considered in preparing for dating and marriage.
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection.

10.8 The student will examine factors to be considered in life-goal planning.
Descriptive Statement: Discussion includes life-long career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

10.9 The student will describe the signs and symptoms of pregnancy.
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

10.10 The student will analyze the factors associated with a healthy pregnancy.
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, as well as the effects of sexually transmitted diseases, including AIDS. other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.

10.12 The student will describe available birthing options.
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.

10.13 The student will identify the stages of the birthing process.
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.

10.14 The student will analyze the skills and attitudes needed to become a competent parent.
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Emphasis is placed on the joint participation of mother and father and sharing of parenting responsibilities. The point is made that single parents can receive support from friends, from the extended family, and from community resources.

10.15 The student will describe adjustments to be made after the birth of a child.
Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines, day-care centers, nursing homes, and the department of health.

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.
Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

ELEVENTH GRADE

11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision making.

11.2 The student will relate major theories of human development to his or her own situation and/or developmental level.
Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.

11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.

11.4 The student will explain how television can have both positive and negative effects on the development to individuals--children, adolescents, and adults.
Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence.

11.5 The student will express his or her own attitude toward parenting.
Descriptive Statement: This centers on the student's own opinions about parenthood--possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It includes also discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s).

11.6 The student will develop skills in making parenting decisions.
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.

11.7 The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.

11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion includes also the positive aspects of parenting for the individual and for society.

11.9 The student will describe characteristics of newborn infants.
Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.

11.10 The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.
Descriptive Statement: The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, smothering, apnea, medications, illness, and breast and bottle feeding.

11.11 The student will describe the adjustments family members face in the postnatal period.
Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.

11.12 The student will explain the stages of growth and development in children.
Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.

11.13 The student will calculate the personal considerations and financial costs of childbearing.
Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.

11.14 The student will identify criteria for selecting adequate child-care services.
Descriptive Statement: This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care ("latchkey") situations, and the need for quality and quantity of time in maintaining the well-being of the child.

11.15 The student will analyze community resources to meet specific needs.
Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.

TWELFTH GRADE

12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.
Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.

12.2 The student will analyze the effects of cultural and family patterns on individual and family development.
Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.

12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.
Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, and other methods of conflict resolution.

12.4 The student will explain how parental responsibilities change throughout the family life cycle.
Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

12.5 The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.
Descriptive Statement: The emphasis is on managing and coping with the emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.

12.6 The student will develop a plan for managing resources in the home.
Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.

12.7 The student will interpret state laws that affect family life.
Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, and legal responsibilities of parents.

12.8 The student will identify ways of preventing and/or coping with various types of violence.
Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, and abuse of the elderly and disabled; violence prevention strategies; and identification of local support

groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting.

12.9 The student will analyze stress and crisis situations which affect family life.

Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive.

12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.

Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.

12.11 The student will interpret rationale for saying "no" to premarital sexual activity.

Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, and economic implications of premarital sexual relations.

12.12 The student will prepare a plan for the fulfillment of life-long goals.

Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available.

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

INTRODUCTION

Individuals who teach Family Life Education must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. In order to ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. All those who will be teaching Family Life Education shall participate in the state training program and the follow-up activities in the local school division.

TRAINING PROGRAM

Each school division superintendent will be asked to designate a Family Life Education contact person and one leader for each grade level to participate in state training activities.

In the summer of 1988, a training workshop for school division contact persons will be held to orient them to Family Life Education and to outline their responsibilities in follow-up activities with those who will be teaching Family Life Education and with others involved in the local school division. Their role will be to give leadership to planning, coordinating, implementing, and evaluating the Family Life Education program in the school division.

In addition, a training workshop for 13 leaders, representing kindergarten through grade 12 from the 139 school divisions, will be held in the summer of 1988. These leaders conduct other activities related to the program. A total of 14 college/university professors and 14 public health and/or school nurses also will be involved in the training. They will assist in training on a regional basis.

The school division contact persons and leaders will be responsible for determining if the program is being properly implemented. Information on the program will be collected through a research design that will be developed by an external evaluator. The results will be reported to the Board of Education.

During the 1988-89 school year, teleconferences for training will be conducted as follows:

(K-12)	One Teleconference
(K-3)	Two Teleconferences
(4-6)	Two Teleconferences
(7-9)	Two Teleconferences
(10-12)	Two Teleconferences

Teleconferences will involve experts and will be followed up in the local school divisions with appropriate training activities. A training package for individuals teaching Family Life Education will be developed and used as a part of the follow-up experience at the local level.

Family Life Education will be implemented in the school year 1989-90. A follow-up workshop for school division contact persons will be held during the fall of 1989. The workshop will provide opportunities to discuss the start-up of the program and to present additional information that may be needed. Also during the fall, a follow-up teleconference on implementation of the program will be held with those who are involved in the program.

In the spring of 1990, teleconferences will be held with all those who will be teaching, and an evaluation session will be held with school division contact persons.

SUMMARY

This design provides for consistency in training personnel and implementing the Family Life Education program. The provision for support and follow-up is based on research findings indicating that if effective training and follow-up activities are not provided, there is little likelihood of individuals putting into practice what they have been trained to do. The evaluation will be designed to determine, on a continuing basis, what is actually taking place in the classroom and how parents view the program. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

PLAN FOR PARENT/COMMUNITY INVOLVEMENT

Each school division superintendent will identify a community involvement team which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, an others in the community.

A workshop for community involvement team leaders, one from each local school division, will be held during the summer of 1988. The purpose of the workshop is to train the leaders to work with parents and individuals and groups within the community. A national expert in family life education will be asked to conduct the workshop and to assist the Department of Education in preparing a training package for community involvement teams. In the fall of 1988, a teleconference for parent/community involvement teams will be conducted.

The community involvement team members will work with others in their localities to explain the Family Life Education program and to solicit support and involvement in its implementation.

A follow-up teleconference will be held later in the 1988-89 school year to discuss parent/community involvement and to furnish additional information.

PARENT INVOLVEMENT ACTIVITIES

Two orientation and information television programs on Family Life Education for parents will be developed and aired through open broadcast during the 1988-89 school year. Brochures also will be developed for parents to outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education will be asked to meet with parents of students to be involved in the program. Provision will be made for an on-going review of curriculum and instructional materials before they are used in the classroom. A resource center containing Family Life Education materials to be checked out by parents will be recommended for every school.

The State Health Department shall be requested to develop a television series on teenage pregnancy. The series will include four programs featuring medical experts.

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